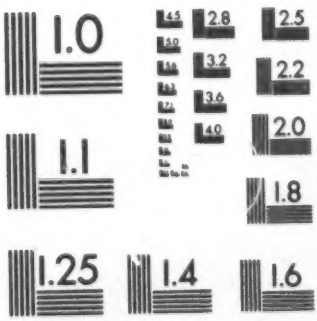

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DOCUMENT RESUME

ED 226 798 JC 830 101

AUTHOR Tebo, Jack; Mabe, Shirley
TITLE Educational Programs Provided for the Florida State Correctional System. Executive Summary.
INSTITUTION Florida State Dept. of Education, Tallahassee.
PUB DATE 30 Dec 82
NOTE 19p.; For related documents, see JC 830 099-100.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Administrators; *Cooperative Programs; *Correctional Education; *Correctional Institutions; Counselors; Educational Finance; Educational Needs; *Financial Support; Needs Assessment; Prisoners; Program Administration; Program Costs; Program Descriptions; Program Evaluation; *Program Improvement; State Surveys; Statewide Planning; Teacher Qualifications
IDENTIFIERS *Correctional Officers; *Florida

ABSTRACT

In response to legislative mandate, the Florida State Department of Education conducted a study of the educational programs provided for the state correctional system. Using publications and research documents, the study investigated: (1) the academic, vocational, adult, and compensatory education programs offered within and to the correctional system; (2) the numbers of employees administering these programs; (3) costs and funding sources; (4) educational facilities within the correctional institutions; (5) current qualifications for educational staff; (6) the procedures used to assess offenders' educational needs; (7) the current level of non-personnel resources utilized in each educational program; (8) the Dade County Public Safety Correctional System's educational programs; and (9) the training being conducted for correctional officers and the fee policies used. Based on study findings, recommendations were made related to each objective, including suggestions that each department offer functional literacy education, employability training, coping skills and adjustment training, personal enrichment courses, and college courses and degree programs; that alternative funding proposals be considered for enhancing correctional education programs; and that incentives and classification, assignment, and placement procedures be used in assessing inmates' educational needs. This report offers a summary of major findings and recommendations and discusses their implications. (AYC)

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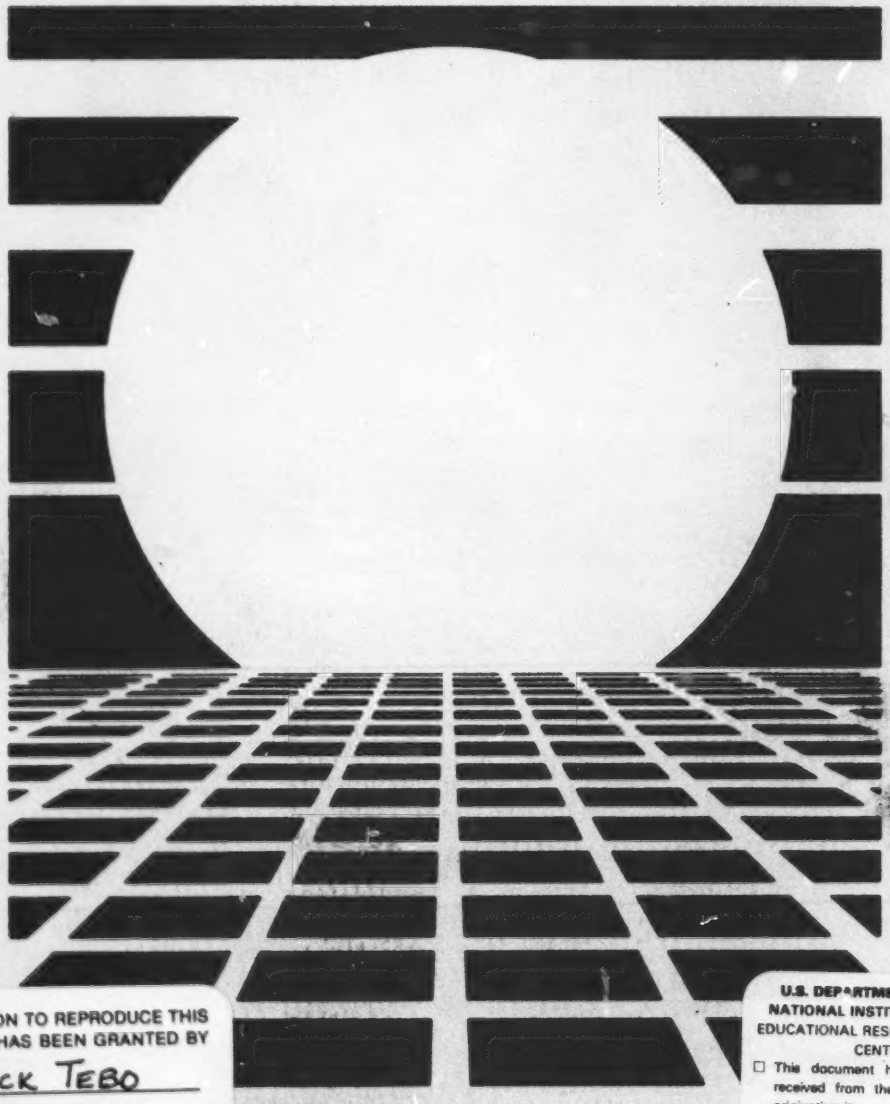

EXECUTIVE SUMMARY

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EDUCATIONAL PROGRAMS
PROVIDED FOR THE FLORIDA STATE
CORRECTIONAL SYSTEM

EXECUTIVE SUMMARY

FLORIDA: A STATE OF EDUCATIONAL DISTINCTION. "On a statewide average, educational achievement in the State of Florida will equal that of the upper quartile of states within five years, as indicated by commonly accepted criteria of attainment." Adopted, State Board of Education, Jan. 20, 1981

December 30, 1982

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EXECUTIVE SUMMARY

Chapter 82-215, Laws of Florida, directed the Department of Education, with consultation from the Department of Corrections and the Legislature, to conduct a study of educational programs provided for the state correctional system. The findings and recommendations included in this summary are in response to tasks outlined in Items 241 and 352 of that law.

PART I. IMPLICATIONS

Recommendations related to the findings of this study have implications which could be crucial to the resolution of issues which are held in the highest of priority by Florida's leaders and citizenry. Instructional services in support of the state's correctional system must have a clear set of meaningful goals. U.S. Supreme Court Chief Justice Warren E. Burger reflected that prison officials and legislatures should:

> Make all vocational and educational programs mandatory with credit against the sentence for educational progress - literally a program to learn the way out of prison, so that no prisoner leaves without at least being able to read, write, do basic arithmetic and have a marketable skill.

An alternative to 7 and 8-digit spending of capital outlay dollars to construct more prisons could be to emphasize prescribed counseling, instruction, training, and motivation for our non-violent short-term inmates to make them responsible citizens who are functionally literate with marketable skills, and then expedite a supervised release program for them. The early release of society-ready prisoners leads to the further potential for reduced needs for high-cost prison construction appropriations and the cost of incarcerating repeat offenders.

With a set of missions and goals to prepare releasable inmates mentally, physically, and emotionally for their early return to society, the full support and understanding of the correctional institutions' officers and staff are critical. Their instruction must be of high quality and oriented to education by the objectives of encouraging the functional literacy, marketable skills, and societal acceptability of the inmates.

In regard to long-term, violent, and/or career criminals, there is also a need for specialized instructional and educational services with the objectives of functional literacy, marketable skills, and societal acceptability to learn about maintenance duties to perform, regulations to follow, laws to uphold, members of their prison society to respect, jobs to accomplish, and prison industries work to accomplish. At an average of over $7,800 per year to "keep" a convict in a Florida prison, it is only rational to expect the long-term inmate to learn to perform - and perform - services which help to defray the expenses of his or her incarceration.

The ensuing recommendations have been developed based upon and undergirded by the information and data described in the "Findings" section of this study, and in the light of the implications related to (1) short-term, non-violent offenders, (2) the educational needs of correctional staff, and (3) long-term, hardened criminals.

PART II. RECOMMENDATIONS

1. CURRICULUM TO BE OFFERED BY EACH DEPARTMENT.

A. Functional Literacy Education. Instruction leading to a student's attaining a high school diploma through the GED preparation and testing program, the achievement of functional literacy, and competency in writing, English, verbal, and mathematics skills must be of the highest priority. The school districts and community colleges authorized to award high school diplomas should be used far more extensively in providing these services to inmates in Florida's prisons. There should be no duplication of funding efforts by the different agencies. Closely tied to these actions, the Department of Corrections should initiate prior to September 1, 1983 the conduct of pilot programs in at least two correctional institutions at which all programs dealing with attaining a high school diploma, the achievement of functional literacy, and competence in writing, English, verbal, and mathematics skills are offered by school districts or community colleges authorized to award high school diplomas.

B. Employability Training and Education. Training and Education leading to the attainment of vocational skills and marketable trades based upon an inmate's potential to succeed through a strongly managed assessments and needs evaluation program must be of the highest priority closely coordinated with the GED and functional literacy program. The services of the designated area vocational technical schools administered by the school districts and community colleges should be utilized by the Department of Corrections in providing this program far more extensively than in the past. This is especially true in situations where the college or vocational technical school is in close proximity to the correctional facility. Closely tied to these actions, the Department of Corrections should initiate prior to September 1, 1983, the conduct of pilot programs in at least two correctional institutions at which all programs dealing with vocational training, occupational skills, and marketable trades are offered by the designated area vocational technical schools administered by the school districts or community colleges.

C. Coping Skills and Adjustment Training. Coping, life skills, motivational, and societal adjustment education and training are crucial to the success of learning functional literacy and marketable skills, and should be conducted in formal classroom settings and in informal activities in the correctional setting and should be offered by the facility education supervisor and his staff with the support of the facility superintendent, correctional officers, counselors, and psychologists assigned. Contracting with educational institutions or other professional educators to assist in the delivery of such courses should be permissable.

D. Personal Enrichment Instruction. Personal Enrichment courses should be coordinated and administered by the facility education supervisor but should not generate FEFP or CCPF state dollars in their support.

E. College Courses and Degree Programs. College level courses should be made available by community colleges and universities to inmates on a fee-paid basis as described in recommendation A.(2) under Funding Proposals, when the inmate student has a clearly demonstrated potential to utilize the instruction in society, because the course will prepare the inmate, within reasonable time limitations of his release, to attain a marketable skill, trade, or life skill, based upon his or her potential to succeed. However, the offering of two- or four-year degree programs to convicts under state funding support policies is not closely tied to the goal or intent of providing performance-based instruction services with a priority objective of developing functional literacy, employment competence, and coping aptitude.

2. A SET OF ALTERNATIVE FUNDING PROPOSALS FOR CONTINUING AND ENHANCING EACH DEPARTMENT'S PROGRAMS.

A. Department of Corrections Funding

(1) Education Staff. The heart and foundation for an "education by objectives" program for inmates is found in the correctional facility's education staff, which should be responsible for at least two principal functions, that of (1) counsel, guidance, providing instruction in life skills, societal adjustment, motivation to learn and succeed, the importance of literacy and salable skills, and (2) the coordination and arrangement with local school districts, community colleges, and designated area vocational education schools for priority instructional programs dealing with functional literacy and marketable skills. Salaries, direct costs, and support costs related to these two major activities should be a priority of the Department of Corrections appropriations request for full funding from general revenue and grants/donations resources, with cost factors developed to provide greater support for short-term inmates, particularly youthful offenders, incarcerated for non-violent crimes, and collateral support for long-term or hardened criminals whose education should be more directed to institutional adjustment and work programs related to needs of the correctional facility, the Department of Corrections, and the State of Florida.

(2) Payment of Fees for Inmates. Student fees for fee-bearing courses taken by inmates which are offered by community colleges, school districts, and area vocational education schools should be paid through any one or combination of four methods: (1) paid by inmates financially able to pay the fees themselves, or (2) paid by the inmates by obtaining student financial aid to pay the fees, or (3) paid through value received from work performed by the enrolled inmates at the minimum wage, should that be different from the current hourly rate of $3.35, at a job which contributes to a worthy public, community, or state project, or (4) funded by appropriations action through the Department of Corrections for inmates unable to pay themselves, obtain financial aid, or work.

B. Community Colleges Funding. Funding should be fully adequate for community colleges as follows: (1) Student fees should be received as outlined in the foregoing recommendations by dollars

or by value received for work performed by the inmate students. (2) Support costs provided by the correctional institution through maintenance, utilities, and provisions of facilities, is strongly encouraged and no support costs claims against state fiscal resources for such support costs provided would be necessary or appropriate. (3) Support cost accounting for inmates taking courses on the campus would be treated as they are with any other on-campus student being supported by the Community College Program Fund (CCPF). (4) Direct instructional costs for classroom and shop offerings in the correctional facility or on the campus should also be fully funded through the CCPF, and enrollments should be projected to reflect these costs by program.

C. School Districts Funding. Funding for school districts should be fully adequate as follows: (1) Student fees should be received as indicated in section A. above, by payment of dollars or by value received for work performed by the inmate students. (2) Support costs provided by use of facility resources of the correctional institution is strongly encouraged, thus the claiming of such "Other Purchased Services" against the state through the Florida Education Finance Program (FEFP) for these programs would be eliminated. (3) Other Purchased Services for inmates taking courses on the site of a school district's adult education or area vocational education school would be treated as they are with any other on-site student being supported through the FEFP. (4) Direct costs for classroom and shop offerings in the correctional institution or at the school should also be fully funded through the FEFP, and these costs should be projected by type of program in the state enrollment projection conference.

3. and 4. A RECOMMENDATION BY SPECIFIC EDUCATIONAL PROGRAM RELATING TO APPROPRIATE STAFFING LEVEL TO BE UTILIZED WITHIN EACH DEPARTMENT AND A RECOMMENDATION RELATING TO THE APPROPRIATE QUALIFICATIONS FOR EDUCATIONAL STAFF WORKING IN THESE PROGRAMS.

A. Department of Corrections Staffing. The education supervisor of a correctional facility must be provided with a staff capable of teaching classes in life skills, motivation to learn and succeed, societal adjustment, and the importance of attaining functional literacy and marketable skills; each supervisor requires at least one full-time counselor or psychologist, one librarian, and one clerk in addition to his/her teaching staff.

B. Community Colleges Staffing. Teacher and support staff personnel and funding adjustments in the community college system should be developed which would support an increase of functional literacy (GED/ABE) inmate enrollments currently in programs taught by Department of Corrections staff, an increase of the vocational education inmate enrollments currently in classes taught by Department of Corrections staff, and recognize a probable decrease in the inmate enrollment in college-level courses.

C. Public School Districts Staffing. Teacher and support staff personnel and funding adjustments in the school districts should be

developed which would support an increase of the functional literacy (GED/ABE) inmate enrollments currently in programs taught by Department of Corrections staff and an increase of the vocational education inmate enrollments currently in classes taught by Department of Corrections staff.

D. All Systems Staffing.

(1) Teaching Personnel - All personnel assigned to teaching positions should be required to meet the certification requirements specified in State Board of Education Rules for the area(s) of the individual's duly assigned responsibility.

(2) Administrative Personnel - Educational staff assigned responsibilities as educational supervisors, librarians, counselors, and vocational coordinators must meet the certification requirements for their particular administrative, curricular or service assignment as prescribed in State Board of Education Rules. Librarians may be considered to be certified if they meet the standards specified by the American Library Association.

(3) Support Personnel - Support staff should have as a minimum a high school education. They should also possess an aptitude for and an interest in their assigned function, and should be required to participate in relevant staff development activities.

5. A RECOMMENDATION FOR CRITERIA OR CHANGES WHICH SHOULD BE PROPOSED REGARDING THE ASSESSMENT OF OFFENDER EDUCATIONAL NEEDS.

A. Incentives. Achievement incentives as a concept in the current correctional education program in Florida is practically non-existent, and this should be changed to allow early release, early parole, added gain time, and/or sealing or expunging the inmate's (defendant's) youthful offender record, for those who achieve specific educational milestones such as earning a high school diploma accompanied by specific evidence of functional literacy, earning a vocational educational certificate showing a clear mastery of a marketable skill, and/or a strong endorsement by the educational supervisor that the inmate is fully prepared to return to society as a productive, self-reliant, and contributing member.

B. Classification and Assignment. Test results, accompanied by qualified counseling and guidance actions, should be implemented in the future by making every effort to classify and assign inmates on the basis of their assessed educational needs, and particularly those youthful and other offenders who have been found guilty of non-violent crimes and whose sentences are one to four years in duration.

C. Placement. Changes in the testing process should be made to support the goal of appropriate placement of inmates into educational, training, and counseling programs designed for outcomes of functional literacy, marketable skills/occupations, and adjustment to society, to include: (1) spread out testing for new

inmates over several days, (2) screen inmates for hearing and vision deficiencies, (3) evaluate inmates for possible handicaps, (4) administer an adaptive behavior scale to inmates whose performance is two or more standard deviations below the mean on a standardized intelligence test, and (5) measure the psycho-educational process areas of each inmate with such instruments as the Detroit Tests of Learning Aptitude.

D. Special Education. Procedures should be implemented to locate and identify all inmates, 21 years of age and younger, who have not completed a secondary education program and who may be in need of special education and related services. Evaluation procedures need to be revised to meet state and federal law and each handicapped inmate should be appropriately placed and have an Individual Education Plan (IEP).

6. A RECOMMENDATION RELATED TO THE CURRENT LEVEL OF RESOURCES, OTHER THAN PERSONNEL, BEING UTILIZED.

A. Development of Means to Upgrade Inventories. Findings indicate that vocational education facilities, shop equipment, and academic course materials and supplies available at correctional institutions are at many locations in poor condition, limited supply, or outdated. During the implementation process for these recommendations it is urged that joint meetings be held between staffs of the correctional institutions and the respective staffs of the community colleges and school districts to develop proposed means to repair, replace, improve, and/or procure needed supplies, equipment, and facilities, identify probable sources of funding to accomplish this, and to take action to request and/or obtain resources to upgrade these inventories.

7. RECOMMENDATIONS REGARDING THE FUNDING OF CORRECTIONAL OFFICER TRAINING.

A. Payment of Fees. Tuition and fee charges for correctional officer credit and non-credit training and education offered either by the Department of Corrections, a Community College, or a School District facility, should be paid from funds made available to the Department of Corrections from trust funds and general revenue resources appropriated for such purposes with particular emphasis placed upon insuring a fully adequate funding level for the five types of correctional officer training.

B. Funding Support and Cost Reporting. In response to Item 352, Chapter 82-215, Laws of Florida, at Appendix B, the generation of Full-Time Equivalent (FTE) funding support for corrections officer training should be reported by school districts and community colleges separately, to aid in the determination of appropriate funding. No estimated value of in-kind services received should be reported on cost analyses prepared by educational institutions for corrections officer training - only actual expenditures should be reported for corrections officer training. The funding process for community colleges should be based on allocations made through the Community College Program Fund (CCPF)

on the program-based funding process currently being initiated, and for school districts through the Florida Education Finance Program (FEFP).

8. AN OVERALL RECOMMENDATION DEALING WITH THE IMPLEMENTATION PROCESS AND IMPACT OF THIS PLAN.

A. Implementation and Impact. It is the intent of the study group that each of the seven sets of recommendations be implemented without delay, and recommend further the appropriation of $75,000, to be administered by the Department of Education, to contract with a non-public agency to perform an impact study on the findings and recommendations found in the study "Educational Programs Provided for the Florida State Correctional System." The impact study should explore the fiscal, operational, and programmatic aspects of educational programs in correctional systems of other states, with the purpose of identifying implications potentially applicable to the evolution of an ideal model for Florida. The impact study should also include a consideration of Florida's Health and Rehabilitative Services (HRS) model described in Chapter 79-184, Laws of Florida, where educational agencies in the vicinity of 19 HRS residential care facilities are charged with the responsibility for providing educational offerings to residents of those facilities.

PART III. FINDINGS

Publications and research documents indicate that the overcrowding and inattention to an inmate's ability to become a contributing member of society place enormous pressures on prison space, with resulting alternatives of huge prison-construction projects. There are, however, reports such as those in which U.S. Attorney General William French Smith is quoted:

> . . . criminals must one day return to society and it is a wise investment to make our prisons habitable places where prisoners can receive vocational training to enable them to be responsible citizens.

Nationally, Florida ranks 5th in numbers of incarcerated (93) per 100,000, 10th in police spending per capita ($68.10) for police protection, and 4th in police effort ($7.57) per $1,000 of personal income for police. It is clear that a top priority of the citizens of Florida is police protection and effort, with the potential effect of an increasing inmate population in our correctional institutions. The current state prison population is over 27,000 inmates, and since 1976 the school districts and community colleges have been engaged in providing instructional services for the Florida Correctional System at an increasing rate.

Therefore, a principal purpose of this study is to determine the extent and types of education and training being offered for the correctional system, by whom, at what expense, and for what purposes. Based on these findings, the study addresses recommendations related to curricula offered by each department, funding, staffing, needs assessments, resources, and training for corrections officers.

The findings in Tasks 1 through 7 below relate to educational opportunities for inmates July 1, 1981 through June 30, 1982 and focus primarily on the 26 major correctional institutions, although miscellaneous activities at road prisons and community facilities are also reported. The Department of Corrections, local school districts, and community colleges provide educational programs for inmates at Department of Corrections facilities. Task 8 is a special report on the Dade County Correctional System, and Task 9 is a review of Florida's correctional officer training.

TASK 1: Description of the programs offered within and to the correctional system, including enrollments in academic, vocational, adult, and compensatory education.

Vocational: Total state enrollment for vocational education was about 13,000. Thirty-nine areas of study were indicated, with the highest enrollments in masonry (1,200), gasoline engines (1,063), horticulture (926), auto mechanics (921), electric wiring (892), and air conditioning (882). These five areas make up 45% of reported enrollment. Enrollments by provider are as follows: DOC, 10,730; school districts, 584; and community colleges, 1,663.

Compensatory: Inmates under 21 years old are enrolled in a regular academic or vocational program, and have scored below the ninth grade level in language arts or math, are eligible for the compensatory program under Chapter 1 of the Educational Consolidation and Improvement Act. Seven major institutions provided this activity, with a total reported enrollment of 1,612.

Academic and Adult: Academic courses are defined by the Department of Corrections as all adult basic education and GED preparatory classes. However, college level classes which are usually referred to as "academic" by other sectors were also provided to inmates. In addition, enrichment courses, Community Instructional Services offerings, and IMTS labs were available.

Enrollments were reported as follows: adult basic/GED preparatory, 30,356; AA/AS Degree courses, 8,333; enrichment classes, 2,503; IMTS, 263; and Community Instructional Services, 1,976.

TASK 2: Numbers of career service and other staff employed by the Education and Corrections Departments to administer programs offered.

Fourteen community colleges reported a total of 392 part-time and full-time employees involved in inmate education, with 57 administrators, 10 counselors, and 319 teachers comprising the majority of these employees. Salary costs amounted to $1,332,727 plus benefits.

Eleven public school districts reported a total of 115 part-time and full-time employees involved in inmate education, with 10 administrators, 92 teachers, a counselor, an educational evaluator, and an educational specialist making up the majority of these employees. Salary costs amounted to $919,751 plus benefits.

The Department of Corrections employed 403 full-time people to provide inmate education in the 26 major institutions. Thirty-three of these employees were Chapter 1 Compensatory Education employees. The 403 employees included 19 vocational training coordinators, 27 counselors, 25 educational supervisors, 277 teachers, 20 clerks, 22 librarians, 1 psychologist, 2 corrections officers, and 12 aides. Salary costs amounted to $6,580,848, which includes $448,682 in Federal Chapter 1 money, plus benefits.

In summary, school districts, community colleges, and DOC employed a total of 910 persons involved in inmate education, 328 being part-time. Salary costs amounted to $8,833,326 plus benefits.

TASK 3: Fiscal analysis of costs to both Departments to provide programs, including source of funding.

Department of Corrections. DOC reported expenditures from grants and donations of $1,321,228. General revenue expenditures of $7,162,728, including salaries and benefits, OCO, and expense, were reported for FY 81-82.

School Districts. Public school costs were calculated using per FTE cost by program by school using the 9/9/82 final unweighted FTE count and the final total program costs reported through the program cost accounting system. Two calculations were made: (1) general revenue only and (2) general revenue plus special revenue. The total unweighted FTE for both programs is 1,094.3 at a general revenue cost of $1,602,130 or a general revenue plus special revenue cost of $1,785,031. Eighteen school districts reported service to inmates at 27 facilities including 12 major institutions and 13 other facilities such as road prisons or community facilities.

Community Colleges. Fourteen community colleges reported educational services to inmates for a total of 1,426.6 FTE at an instructional cost of $1,369,401 plus support costs of $1,409,880, totalling $2,779,281. Twelve colleges reported a total of $690,650 in uncollected fees, with two colleges reporting no uncollected fees. Costs were calculated by the Division of Community Colleges using 1981-82 cost data.

TASK 4: A description and evaluation of the adequacy of facilities within the correctional setting used for educational programs.

Detailed descriptions of educational facilities at the 26 institutions as well as Caryville, Jackson, and Quincy Vocational Centers were collected. A brief summary of each is included in Volume I, Findings and Recommendations, of this report and a detailed report on each facility is found at Appendix S in Volume II. General findings indicate that facilities frequently are not keeping pace with the increase in inmate population. In addition, there were found to be only limited modifications to existing facilities to meet the needs of inmates, often resulting in placing inmates into existing educational programs not suitable to those inmates.

TASK 5: A Review of Current Qualifications for Education Staff.

The Department of Administration establishes the qualifications for all positions, certificated and non-certificated, assigned to the respective educational programs in the 26 different institutions. Certificates are based on the training and experience requirements specified for particular positions and disciplines in State Board of Education Rules. Applications for certificates are processed and issued by the Teacher Certification Section, Florida Department of Education.

District school boards offering courses to inmates require teachers to meet the appropriate certification as described in State Board of Education Rules.

Each community college is authorized by Section 240.319(3)(n), Florida Statutes, to establish certification requirements for its staff. Educational personnel employed by a community college to teach or provide a service must meet the particular college's requirements.

Certification is required for the following positions in the Department of Corrections: Educational Supervisor I and II, Academic Consultant, Classroom Teacher I and II (teachers for adult basic and high school), Educational Counselor, and Vocational Agriculture Instructor. As of June 30, 1982, 193 of 224 positions requiring certification were filled. Thirty-one positions were vacant. Of the 193, 157 positions were filled by persons holding a standard certificate or higher while 15 had a temporary certificate. The status of 20 positions was not indicated. One person held a substitute teaching certificate.

Non-certificated positions include vocational coordinators and vocational instructors. The Department of Administration does not require personnel in these 232 positions to be certified. However, DOC's Bureau of Education Services has provided encouragement and opportunity for certification, resulting in some vocational instructors' becoming or beginning the process of becoming certified. Twenty vacancies existed as of June 30, 1982 in the non-certificated positions, of which 16 are vocational instructor positions. Staff development for education staff is for personnel involved with inmate education only and is not a part of training discussed under "Training for Corrections Officers of DOC."

According to DOC, teacher competencies in elementary and secondary education must be adjusted to adult education and modified again for corrections. Generally, skilled craftsmen are initially employed by DOC as vocational instructors and later, on the job, must learn the necessary teaching skills to become competent in the classroom. Therefore, the DOC recognized the need for staff inservice training.

In 1978 a Master Plan for Education Staff Development was adopted by the Department of Corrections and approved by the Department of Education. This placed the Department of Corrections in a position similar to county school districts with respect to using inservice training for corrections education staff for extension of teacher certification. Each year a teacher needs assessment is conducted by DOC as a base for planning training activities.

The Department of Corrections provides the salary for one Teacher Education Administrator from general revenue funds. Grants and donations trust fund expenditures for this activity totalled $33,258 which includes an $8,000 contract for services from the University of South Florida.

TASK 6: A review of all procedures currently used to assess offender educational needs.

According to the Youthful Offender Report of the Oversight Subcommittee of the House Committee on Corrections, the ten most common needs identified in 1981-82 by 43 Florida educators for youthful offender education are as follows, in priority order: reading skills, math skills, language skills, employability skills, personal/social adjustment skills, vocational skills, GED preparation, vocational exploration, health education, and enrichment.

The process of assessment as prescribed by the Florida Department of Corrections for male offenders begins with an initial induction into the Reception and Medical Center (RMC). Female offenders are sent to Broward Correctional Institution or Florida Correctional Institution.

The following tests are usually administered, sometimes in a single day:

(1) The Revised Beta Examination to ascertain IQ. (2) The Test of Adult Basic Education (TABE) to indicate academic achievement. (3) The Wide Range Aptitute Test (WRAT). (4) The Wide Range Interest-Opinion Test (WRIOT) to indicate occupational interests.

Although other tests may be given after an inmate is assigned to a facility, there is no attempt made to identify inmates who have learning disabilities, nor is adaptive behavior measured. None of the instruments measure the basic psychological process involved in understanding or using spoken or written language.

Inmates are usually placed into academic classes on the basis of their reading level. Placement in vocational classes usually takes place based on classroom vacancies or institutional labor needs rather than inmate aptitude or interest. In some instances education is mandatory.

TASK 7: An identification of the current level of resources, other than personnel, being utilized in each specific educational program.

Non-personnel resources used for the educational programs for inmates and correctional officers are primarily classroom and shop space, to include associated equipment and supplies belonging to the respective correctional facilities. Resource levels in the correctional system are in need of (1) modernization, (2) repair, and (3) resupply. Although classroom space was often found to be adequate, comfort level was generally found to be below the standards of public community colleges and school district education facilities.

Modern and in-repair shop equipment, model workplace settings, bright classrooms, adequate supplies, rigorous safety standards, and commercially-used tools are routine in the public colleges and area vocational schools. Although not routine in the correctional institution education and training setting, potentialities are being realized and correctional education staffs were found to be making great efforts to improve and upgrade their equipment and facility conditions.

TASK 8: An evaluation of the educational programs provided for the Dade County Public Safety Correctional System.

It should be noted that the Dade County Public Safety Correctional System is not a part of the Florida Department of Corrections. While a brief description of educational offerings to Dade County inmates appears here, a more extensive look at inmate education in the Dade County Correctional System is included in Volume I, Findings and Recommendations, Chapter 8.

An on-site visit to the Dade County Public Safety Correctional System provided the basis for looking at the following aspects of inmate education: (1) philosophy and purpose, (2) organization and administration, (3) educational offerings, (4) financial resources, (5) staff, (6) physical facilities, (7) equipment and supplies, (8) student personnel services, (9) long-range planning, (10) learning resource centers, and (11) placement and follow-up.

Visits were made to the four facilities where inmate education was provided, including the Stockade, the Women's Detention Center, the Dade County Jail, and the Interim Corrections Detention Center.

During 1981-82 Miami-Dade Community College provided 32,687.5 student hours of compensatory instruction and 11,451.5 student hours of leisure and recreation classes at the Dade County Jail. At the Women's Detention Center the college provided 2,475 student hours of compensatory instruction and 11,833 student hours of community instructional services classes.

Dade County Public Schools reported a total of 100.24 FTE in adult vocational programs and 6.2 FTE in adult general education programs at the Stockade. At the Women's Detention Center 26.53 FTE in adult vocational and 29.45 FTE in adult general education programs were reported. At the Interim Corrections Detention Center 22.31 FTE were reported in adult general education programs.

TASK 9: Correctional Officer Training. The extent and types of training for correctional officers being conducted and fee policies used.

A correctional officer is a person appointed or employed full-time by the State or any political subdivision thereof whose primary responsibility is the supervision, protection, care, custody, and control of inmates within a correctional institution; however, secretarial, clerical, or professionally trained personnel are not included.

Training for correctional officers is described in the following five categories: orientation, basic standards, specialized or advanced, career development, and inservice.

Orientation training is done at the institutional level by the Department of Corrections training specialists and other DOC personnel. All new employees are required to take this 40-hour training session which takes place during working hours of the new employee's first week with the Department of Corrections. For 1981-82, one community college reported 65.95 credit FTE and 21.55 non-credit FTE at a total cost of $92,977, excluding fees. Two community colleges reported non-credit FTE of 5.61 and 5.68 at costs of $7,103 and $5,877 respectively. Costs were calculated by the Division of Community Colleges using average cost per FTE by discipline, by college, using the 1981-82 community college cost analysis.

Basic standards training is required for those persons who want to become correctional officers. In 1981-82 the number of hours required was 160. Effective July 1, 1982, this was increased to 320 hours required. The primary delivery system of this training in 1981-82 was the Department of Corrections through the Correctional Training Institute (CTI) located near Union Correctional Institution, Raiford, Florida. This was the Department of Correction's centralized training facility for Basic Standards Training. The CTI reported to the Department of Corrections an enrollment of 453, with 329 students graduated in 1981-82. Over 90% of this training conducted by DOC's Correctional Training Institute was included in FTE reported to the Department of Education's Community College Division.

Fourteen community colleges and two vocational-technical centers reported a total of 364.86 credit and 410.32 non-credit FTE at a cost of $1,181,470.

Specialized or advanced training is designed to help individuals obtain highly specialized skills to keep current with technological and other advances. The principal delivery of this training was by the Department of Corrections at the state, institutional, and regional levels. Four community colleges reported a total of 1.8 credit and 10.71 non-credit FTE at a total cost of $16,297.

Career development training is designed to prepare the correctional officer for another job resulting in a promotion or to prepare him to become better equipped in his current job assignment.

Pay incentives are offered to employees who complete approved career development courses. For 80 hours an employee may receive a pay raise of $20 per month up to $120 for 480 hours. Three colleges reporting a total of 27.75 non-credit FTE at a cost of $39,895 during 1981-82.

In-Service training is provided primarily by or coordinated by DOC correctional training specialists. Forty hours of in-service training are required for DOC employees. Two colleges reported a total of 3.7 credit and 5.08 non-credit FTE at a total cost of $8,915.

A total of 921.01 FTE for corrections officer training during 1981-82 was reported to the Department of Education by the Certified Correctional Officer Training Centers, excluding the CTI, at a cost of $1,285,757.

The Department of Corrections reported a total of 643,281 training hours for FY 1981-82. CTI has a staff of seven people including a director, four correctional training specialists, and two support clerical positions. CTI is under direct supervision of DOC's Central Office's Bureau of Staff Development consisting of a Bureau Chief, a Curriculum Specialist, an In-Service Training Supervisor, and one clerical position. In addition, 12 Correctional Training Specialists were assigned to the 26 major institutions to coordinate or provide correctional officer training. A Correctional Training Specialist is located in each of the five Regional Offices to serve the training needs of Probation and Parole Field Services, Community Facilities, and the Regional Office. The Bureau of Staff Development reported a total salary figure of $475,567. The following additional cost figures were provided by the Department of Corrections: supplies and services, $56,323; equipment expenditures, $5,951; travel costs, $22,584. The source of this $560,425 total was general revenue.

Fee Policies. Thirteen educational institutions reported fees paid in the amount of $42,770. Seven educational institutions reported fees waived in the amount of $139,408. Seven educational institutions reported value of inkind services in the amount of $171,626.

The State University System provided 31 lower-level, 509 upper-level, and 198 graduate-level tuition-waived credits in 1981-82 to DOC employees. The State University System does not generate FTE for funding purposes for state employee waivers.

A Correctional Officer Training Trust Fund Budget of $511,238 is available in 1982-83, $198,500 of which has been budgeted to pay for tuition for career development training. Also $837,894 has been set aside for pay incentives for successful completion of career development training. In addition, $316,457 in general revenue dollars has been earmarked to pay for tuition at Certified Training Centers providing this training.

The Department of Corrections Bureau of Staff Development plans for the Basic Standards Training to be provided primarily by Correctional Officer Training Centers other than CTI. The role of CTI is changing from the primary provider of this training to a Specialized Training function.

State of Florida
Department of Education
Tallahassee, Florida
Ralph D. Turlington, Commissioner
an equal opportunity employer

FLORIDA: A STATE OF EDUCATIONAL DISTINCTION. "On a statewide average, educational achievement in the State of Florida will equal that of the upper quartile of states within five years, as indicated by commonly accepted criteria of attainment." Adopted, State Board of Education, Jan. 20, 1981

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APR 1 1983